

Portland State University
Graduate School of Education
Department of Curriculum and Instruction
Spring 2013

Course Title: **TOP: Leadership Seminar**
 Course Number: CI 610-001 (CRN# 60765)
 Class Meetings: Fridays 5:00-9:00pm & Saturdays 9:00am-3:30pm in ED 202 and ED 212
 Dates: April 12-13, May 3-4, May 17-18, June 6-8

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Disability Access Information

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Course Description

This is the first course in a three-term sequence for students in the doctoral program with a specialization in Curriculum and Instruction. This seminar focuses on helping students identify ways that they can critically approach curriculum and instruction to shape practice as educational leaders for the 21st century. It also aims for students to learn and practice the key elements of scholarly writing, to deepen their knowledge and commitment to social justice, to improve their ability to read and analyze research critically, to communicate clearly in both oral presentation and writing as they expand their identities as scholars.

Conceptual Framework

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
 <p>Diversity and inclusiveness–Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	 <p>Research-based practices and professional standards–Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	 <p>Impact on learning and development–Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	 <p>Evidence-informed decision making–Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Required texts:

1. Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Upper Saddle River, NJ: Pearson.
2. Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2009). *Foundations of critical race theory in education*. New York, NY: Routledge.

Supplemental resources:

3. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
4. **A journal** for recording your understandings, questions, and reflections.
5. **Other resources** such as academic journals are required to complete course assignments.
6. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GSE Membership in the *Carnegie Project on the Professional Doctorate (CPED)***Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

Scholarly Practitioner

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

Program Principles (CPED Working Principles)

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

Essential Questions for *CI Leadership Seminar*

1. What practical wisdom and skills do scholarly practitioners use to name, frame, and address problems of practice?
2. What vision do scholarly practitioners have for themselves as educational leaders in the future?
3. How do scholarly practitioners use practical research and applied theories as tools for change to examine issues of equity and social justice?

Course Objectives by Specialization Themes

1. Research and Communication

- Describe an educational problem and defend its relevance and importance.
- Refine your examination of two to three learning theories related to your focus area
- Explain two or three organizational leadership theories related to your focus area

2. Agency and Identity

- Reflect on and write about the personal and professional dimensions of being a researcher.
- Gather and analyze data for your mini-research project.
- Write and speak skillfully for a variety of purposes and audiences.

3. Curriculum and Instruction

- Link core content (i.e., Organizational Leadership Theory and Research) to issues in curriculum, instruction, and assessment.

4. Social Justice

- Describe the underlying issues of diversity, equity, and social justice in curriculum and instruction (Critical Race Theory).
- Analyze mini-research project's potential to influence social justice issues in your community of practice

Course Objectives, Standards, and Assessments

Course Objectives <i>Students will:</i>	Conceptual Framework	Assessments
Research and Communication		
Describe an educational problem and defend its relevance and importance.	2.1, 2.2, 4.1	Core Paper: Intro section
Refine your examination of two to three learning theories related to your focus area	2.1, 2.2, 4.1	Core Paper: Learning theories section
Explain two or three organizational leadership theories related to your focus area	2.1, 2.2, 4.1	Core Paper: Organizational Leadership theories section
Agency and Identity		
Reflect on and write about the personal and professional dimensions of being a researcher.	2.1, 2.2	Journal entries
Gather and analyze data for your mini-research project	2.1, 2.2	Mini-research project poster
Write and speak skillfully for a variety of purposes and audiences.	2.1, 2.2, 3.3	Presentation of mini-research poster
Social Justice		
Describe the underlying issues of diversity, equity, and social justice in curriculum and instruction (Critical Race Theory).	2.1, 2.2, 3.3	Journal entries Observation of class discussion
Analyze mini-research project's potential to influence social justice issues in your community of practice	2.1, 2.2, 3.3	Journal entries Mini-research project poster
Curriculum and Instruction		
Link core content (i.e., Organizational Leadership Theory and Research) to issues in curriculum, instruction, and assessment.	2.2	Core Paper: Organizational Leadership theories section Observation of class discussion

Course Assignments

1. Research and Communication

[30 %]

You will “chase your passion” by identifying a focus area—a problem or issue of your choice. To this end, you will: (a) use the tools of research (e.g., professional journal, library databases), (b) read research critically, and (c) develop core paper sections: introduction, learning theories, and organizational leadership theory. In the introduction, you will refine your description of an educational problem or issue. In the learning theory section, you will refine your examination of your focus area in light of two to three learning theories. In the organizational leadership section, you will examine your focus area in light of two to three organizational leadership theories

Expectations:

- Critically read text and other readings
- Read widely (e.g., research articles, theoretical work) on your focus area
- Keep a professional journal to record information, thoughts, questions, and reflections
- Identify the key researchers and thinkers in your focus area
- Refine the introduction to your core paper (including definitions of key terms and reference list)
- Refine the learning theories section of your core paper (including reference list)
- Write the organizational leadership theories section of your core paper (including reference list)
- Share your ideas in during classroom discussion and informal presentations.

2. Agency and Identity

[30 %]

You will “act on your passion” by participating in a community of practice. To this end, you will continue to develop your professional identity through scholarly experiences including (a) journal writing, (b) implementing a mini-research project related to your focus area, and (c) reflecting on professional experiences.

Expectations:

- Keep a professional journal to record information, thoughts, questions, and reflections
- Gather and analyze data for your mini-research project
- Present your mini-action project as a poster that includes the problem statement, brief review of the literature, methods, findings, and conclusions.
- Write a reflection on at least one of your professional experiences (see list below). Describe how the experience affected your professional identity and how it has or has not influenced your community of practice. Be prepared to share the experiences with the class. You will need to have four of these items completed by the end of spring term, June 14.

Potential activities for extending your professional identity.

- a. Attend a research conference.
- b. Attend a local, state or national professional conference.
- c. Present at a local, state or national conference.
- d. Write a book review and submit it.
- e. Write a commentary for publication.
- f. Submit teaching tips to a practitioner journal.

- g. Interview a researcher in your focus area.
- h. Join an editorial board for a peer-reviewed journal.
- i. Assist a faculty member in reviewing journal articles.
- j. Volunteer for a leadership position in a professional organization or Special Interest Group (SIG).
- k. Create or edit a blog about your focus area.
- l. Guest lecture or teach in a university classroom.
- m. Create your own assignment that will help you on your professional journey.

3. Social Justice

[20 %]

You will examine Critical Research Theory (CRT) in education. You will use a CRT lens to describe the issues around diversity, equity, and social justice in curriculum and instruction. To this end, you will engage in activities such as: (a) critically reading assigned chapters and articles, (b) journal writing, and (b) collegial discourse regarding CRT.

Expectations:

- Read assigned chapters and articles
- Keep a professional journal to record issues, thoughts, questions, and reflections
- Analyze mini-research project's potential to influence social justice issues in your community of practice

4. Curriculum and Instruction

[20 %]

As noted in the Research and Communication section, you will examine your focus area in light of two to three organizational leadership theories. To this end, you will consider learning theories that are pertinent to your focus area.

Expectations:

- Critically review content from Organizational Leadership Theory and Research in Education course
- Share your understanding of organizational leadership theories through classroom discussion and journal entries
- Refine the introduction and learning theories sections of your core paper (including reference list)
- Write an organizational leadership theories section of your core paper (including reference list)

Overall Evaluation Criteria

- Application of key concepts as evidenced by the individual and group assignments.
- Written work is organized and conforms to APA style. Please note that written assignments may be revised and resubmitted.

Summary of Course Expectations and Evaluation

Assignments	Grading Scale	
1. Research and Communication activities [30 %]	94–100 %	A
a. Reading widely and critically	90–93 %	A-
b. Participation in classroom discussion	87–89 %	B+
c. Journal keeping	83–86 %	B
d. Core Paper: Intro, Learning, and Organizational Leadership sections	80–82 %	B-
e. Informal presentation of focus area and theories	71–74 %	C+
2. Agency and Identity [30%]	67–70 %	C
a. Journal keeping	63–66 %	C-
b. Participation in classroom discussion	60–63 %	D
c. Gather and analyze data for mini-research project	> 60 %	F
d. Presentation of mini-research project		
e. Reflection on professional development experience		
3. Social Justice [20%]		
a. Journal keeping		
b. Participation of classroom discussion		
c. Application of social justice to your mini-research project		
4. Curriculum and Instruction [20%]		
a. Review organizational leadership theories		
b. Participation in classroom discussion		
c. Journal keeping		
d. Core Paper: Intro, Learning, and Organizational Leadership sections		

Proposed Schedule

	<i>The following assignment needs to be completed prior to our first class meeting.</i>		
	DUE: April 7 Submit: Draft 1 of Core Paper: Introduction and Learning Theories sections (D2L)		
	Date	Topics/Activities	Assignments
1	Friday April 12, 2013 5:00pm-9:00pm	<u>Agency & Identity:</u> <ul style="list-style-type: none"> • Freewrite • Course Overview: Syllabus <u>Research & Communication:</u> <ul style="list-style-type: none"> • Academic writing • Organizational leadership theories <u>Academic Writing:</u> <ul style="list-style-type: none"> • Sections of the core paper: Introduction, Learning theories, Organizational leadership theories 	

2	Saturday April 13, 2013 9:00am-3:30pm	<p><u>Agency & Identity:</u></p> <ul style="list-style-type: none"> • Freewrite • Mini-research project – data gathering and analysis <p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • Identify 2-3 organizational leadership theories for core paper • Work on the development of the of core paper <p><u>Social Justice:</u></p> <ul style="list-style-type: none"> • Critical thinking • Critical Incident Questionnaire <p><u>Academic Writing:</u></p> <ul style="list-style-type: none"> • Peer review of core paper: Intro and Learning sections • Core paper: Intro, Learning, and Organizational Leadership 	<p>DUE: April 13 List and briefly describe two or three organizational leadership theories</p>
<p>DUE: April 21st Submit: Draft 2 of Core Paper: Introduction, Learning Theories, Organization Leadership Theories (D2L)</p>			
3	Friday May 3 5:00pm-9:00pm	<p><u>Agency & Identity:</u></p> <ul style="list-style-type: none"> • Freewrite • Share professional development experiences/reflections <p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • Discuss: Key ideas in Ch. 13 of <i>Understanding research</i>: Action research designs: Research for solving practical problems 	<p>DUE: May 3 Read: Ch. 13 of <i>Understanding research</i>: Action research designs: Research for solving practical problems</p>
4	Saturday May 4 9:00am-3:30pm	<p><u>Agency & Identity:</u></p> <ul style="list-style-type: none"> • Mini-research project – interpretations of data • Field trip: IDSC with Paulina Guterrez Zepeda <p><u>Research & Communication:</u></p> <ul style="list-style-type: none"> • Organizational leadership theories <p><u>Social Justice:</u></p> <ul style="list-style-type: none"> • Critical thinking • Critical Incident Questionnaire <p><u>Academic writing:</u></p> <ul style="list-style-type: none"> • Peer review of core paper: Organizational leadership section <p><u>Curriculum & Instruction:</u></p> <ul style="list-style-type: none"> • Identify implications for curriculum in your mini-research project 	

	DUE: May 12 Submit: Draft 3 of Core Paper: Introduction, Learning Theories, Organization Leadership Theories (D2L)		
5	Friday May 17 5:00pm-9:00pm	<u>Agency & Identity:</u> <ul style="list-style-type: none"> • Freewrite • Mini-research project – findings: written and visual display <u>Research & Communication:</u> <ul style="list-style-type: none"> • Discuss key points in <i>Critical Race Theory</i>, Ch. 15 	DUE: May 17 <ul style="list-style-type: none"> • Read: Ch. 15. <i>Critical Race Theory</i> text
6	Saturday May 18 9:00am-3:30pm	<u>Academic writing:</u> <ul style="list-style-type: none"> • Freewrite • Mini-research project – poster <u>Social Justice</u> <ul style="list-style-type: none"> • Critical thinking • Critical Incident Questionnaire • Discussion: Critical Race Theory and apply to problem <u>Agency & Identity:</u> <ul style="list-style-type: none"> • Guest speaker: Faculty research 	
	DUE: June 2 <ul style="list-style-type: none"> • Submit: Draft 4 of Core Paper: Introduction, Learning Theories, Organization Leadership Theories (D2L) 		
7	Friday June 7 5:00pm-7:00pm	<u>Academic writing:</u> <ul style="list-style-type: none"> • Freewrite • Mini-research project: presentation of posters <u>Research & Communication:</u> <ul style="list-style-type: none"> • Identify 2-3 policy and politics theories for core paper 	DUE: June 7th Poster: Mini-research project
8	Saturday June 8 9:00 am-3:30 pm	<u>Social Justice:</u> <ul style="list-style-type: none"> • Critical Incident Questionnaire <u>Research & Communication:</u> <ul style="list-style-type: none"> • Presentation of mini-research project proposal. <u>Academic writing:</u> <ul style="list-style-type: none"> • Peer review of draft of core paper intro, learning, and organizational leadership section using rubric. <u>Agency & Identity:</u> <ul style="list-style-type: none"> • Meet: Faculty researchers • Share reflection on one of your professional experiences 	

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Websites

- Dick, B. (n.d.) *Action research resources*. Available at <http://www.scu.edu.au/schools/gcm/ar/arhome.html>
- Russell, T. (2003). *Action research at Queen's University*. Available at <http://resources.educ.queensu.ca/ar/index.html>
- Whitehead, A. J. (n.d.). *ActionResearch.net*. Available at <http://www.actionresearch.net/>

WIKI

- CI Doctoral Students Program Wiki. Available at <http://cidocstudents2012.wikispaces.com/>

Policies

Late assignments	Late assignments will not be accepted unless prior permission has been granted. Late assignments can be submitted to instructors' mailbox, by email, or directly to the instructors.
Attendance & tardiness	Students are expected to attend the class sessions. If there is an exceptional reason for absence, the student should contact the instructors. This communication can be in person, by email, or by telephone.
Classroom demeanor & courtesy	Because students may not share the same opinions on different topics in this class, it is important to honor the opinions and ideas of others. We expect all students to show respect and courtesy for all members of this class at all times.
Incompletes	PSU has an explicit policy on Incompletes. Instructors are not obligated to assign an Incomplete (I) grade and that four criteria must be met to assign an Incomplete. See http://www.pdx.edu/ogs/incomplete-grades
Academic integrity	<p>PSU Student Conduct Code # 577-031-0136: Proscribed Conduct by Portland State University. The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:</p> <p>(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p>
Returning student work	Due to FERPA guidelines, student work must be returned directly to students. In this course, instructors will return student work either in class or by email.